Public Schools of North Carolina

Accessible Materials: Audiobooks and Beyond

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Exceptional Children Division

North Carolina Department of Public Instruction

Why we need Accessible materials

- Individuals with Disabilities Act (IDEA part D sec.674e3) and Section 504 of the Rehabilitation Act ensure the provision of a free and appropriate public education (FAPE) and to meet the requirements of “providing instructional materials to blind persons or other persons with print disabilities, in a timely manner” (NC 1501-14.3a)

Print Disability

- A disability that severely inhibits or prevents a person from reading traditional print materials
- Includes visual impairments, learning disabilities (including dyslexia) or physical disabilities

Accessible Educational Materials

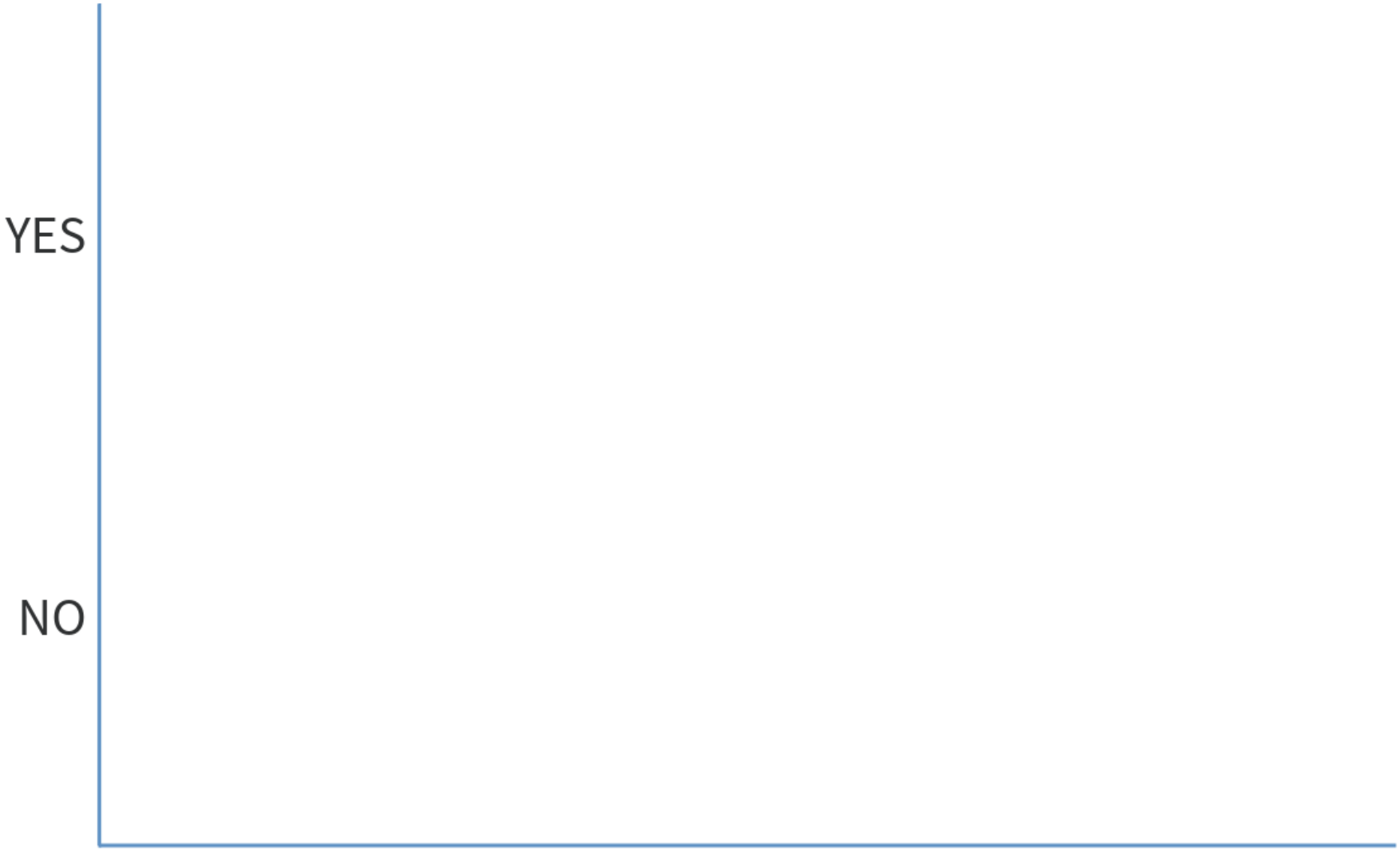
Accessible Educational Materials

- AEM is print-based educational materials converted into specialized formats, related to the requirements of the IDEA
- Implementation of the National Instructional Materials Accessibility Standard (NIMAS)
- Include both print-based & digital learning materials also graphic, audio or video

NiMAC

- National Instructional Materials Access Center providing files for elementary & secondary school students with print disabilities
- Files are available to "authorized users"
- Authorized users may also be considered Accessible Media Producers(AMP)

Do you know who the NiMAC authorized users are?



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Decision Making Tools for Teams

- Functional Vision/Learning Media Assessments (FV/LMA)- Administered by the Teacher of the Visually Impaired
- Assistive Technology Evaluation-Conducted by AT Specialist
- AEM Navigator-Online can be completed by the team to consider all media
- AIM Explorer-Downloaded for student input
- PAR- Protocols for Accommodations in Reading
- SETT- Framework

Functional Vision & Learning Media Assessment

- Part an evaluation to determine preferred Media for students with Visual Impairments.
- Examines both the students functional access to print materials and their sensory preferences
- Performed by a Teacher of the Visually Impaired

Writing

- ☐ Working Distance _____
- ☐ Right or left handed _____
- ☐ Legibility _____
- ☐ Reads own handwriting? _____
- ☐ Math Computation _____
- ☐ Signature _____

Braille Learner Writing

- ☐ Writing using braille writer _____
- ☐ Writing using slate and stylus _____
- ☐ Use of signature guide _____

Current Distance Print Functioning

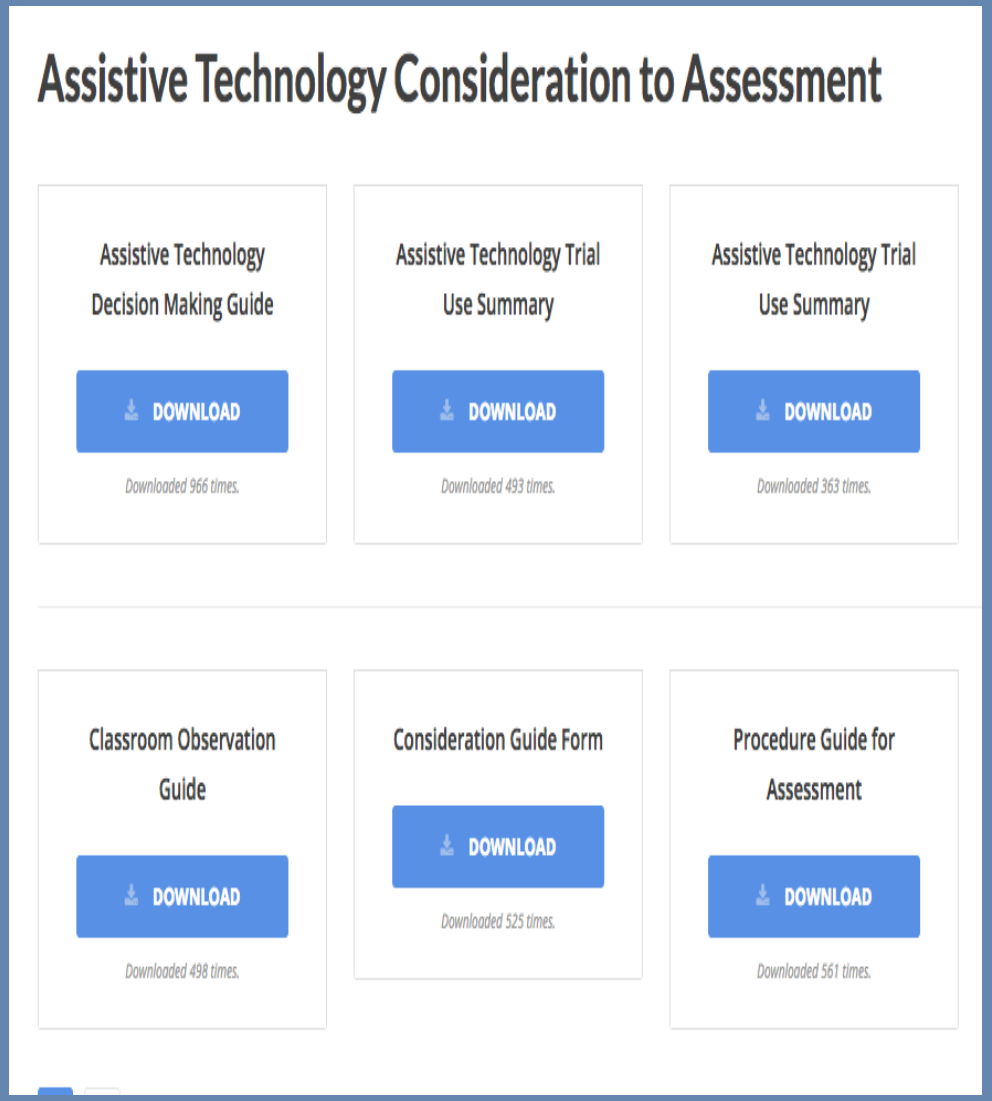
- ☐ Chalkboard/Dry Erase Board _____
- ☐ Transfer Materials from Board _____
- ☐ Active Board _____
- ☐ Exit Sings _____
- ☐ Room Signs _____
- ☐ Locker _____
- ☐ Restrooms _____
- ☐ Names on Doors _____

Technology

- ☐ Computer Screen _____
- ☐ Screen Readers or Enlargement _____
- ☐ QWERTY Keyboard Use _____
  - Home row keys: WPM ____ Accuracy____Proper finger use? ☐ yes ☐ no
  - All letters: WPM ____ Accuracy____Proper finger use?
  - Simple sentences: WPM ____ Accuracy____Proper finger use?
  - Symbols & Number Keys: WPM ____ Accuracy____Proper finger use?
- ☐ IPad/iPhone Use _____
- ☐ Calculator _____

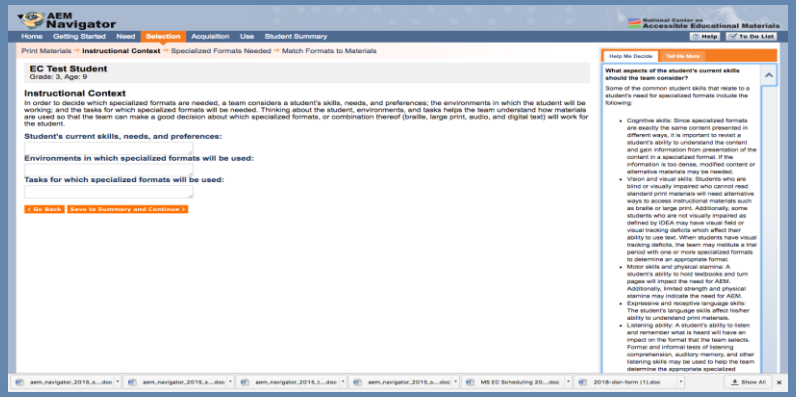
Assistive Technology Evaluation

- OCALI Ohio Center for Autism and Low Incidence
- WATI The Wisconsin Assistive Technology Initiative
- The Quality Indicators for Assistive Technology
- SETT Framework

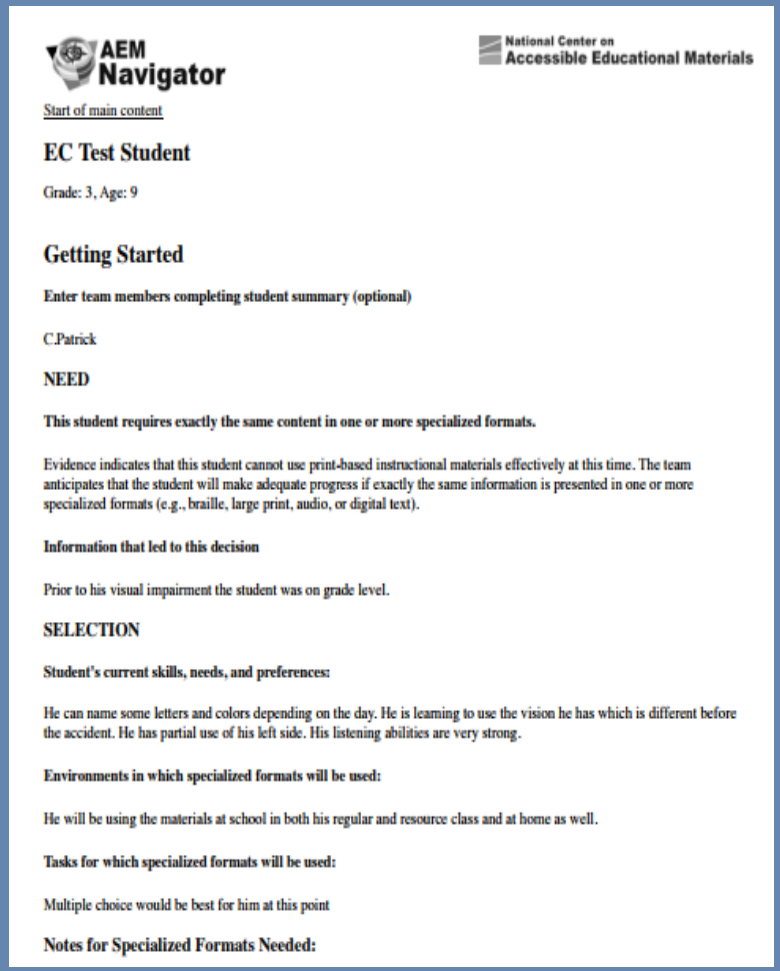


Accessible Educational Materials Navigator

- Free online tool teams may use to guide discussions
- Provides a summary of information
- Can be completed by any all team members



Sample of summary



AEM Navigator

National Center on Accessible Educational Materials

Start of main content

EC Test Student

Grade: 3, Age: 9

Getting Started

Enter team members completing student summary (optional)

C.Patrick

NEED

This student requires exactly the same content in one or more specialized formats.

Evidence indicates that this student cannot use print-based instructional materials effectively at this time. The team anticipates that the student will make adequate progress if exactly the same information is presented in one or more specialized formats (e.g., braille, large print, audio, or digital text).

Information that led to this decision

Prior to his visual impairment the student was on grade level.

SELECTION

Student's current skills, needs, and preferences:

He can name some letters and colors depending on the day. He is learning to use the vision he has which is different before the accident. He has partial use of his left side. His listening abilities are very strong.

Environments in which specialized formats will be used:

He will be using the materials at school in both his regular and resource class and at home as well.

Tasks for which specialized formats will be used:

Multiple choice would be best for him at this point

Notes for Specialized Formats Needed:

Accessible Instructional Materials Explorer

- Can be accessed by any team member working with the student
- Recommend to practice before assessing
- Grade leveled passages with comprehension questions
- Summary of preferences

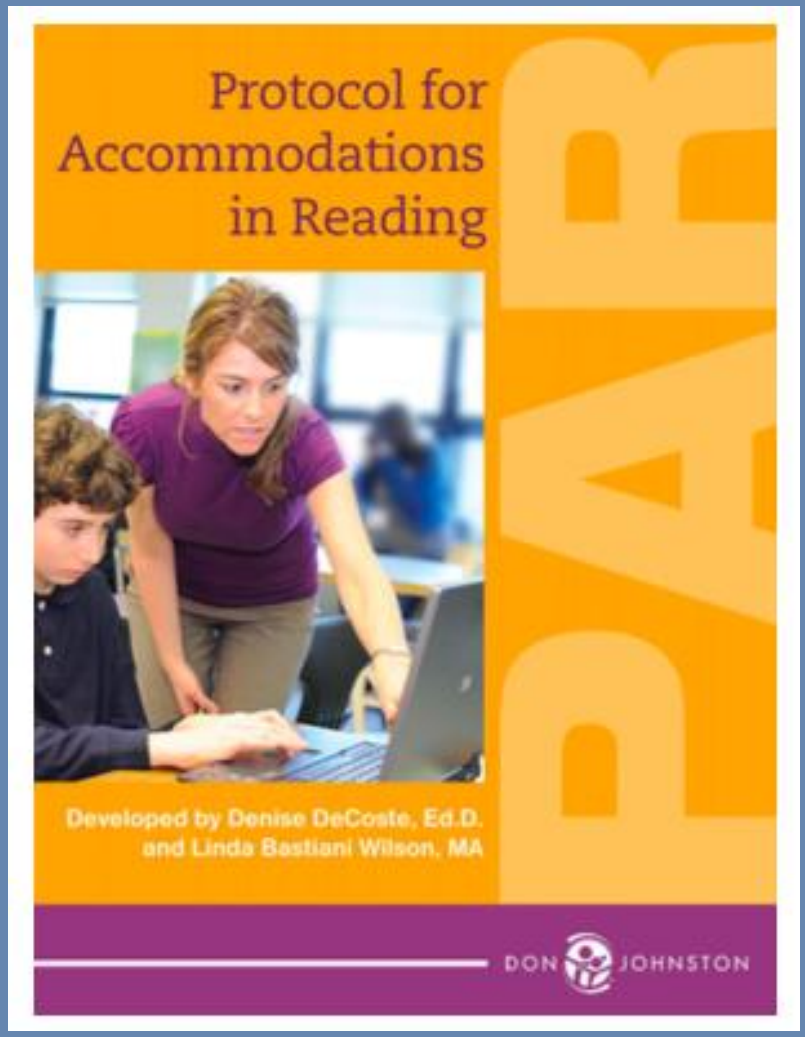
Examples

Protocol for Accommodations in Reading

Free (PAR*)individual testing
Paid (uPAR) group testing

Free information on line and in PDF could be beneficial to teams

Can be used as a screener or data collection by any team members who are trained*



Which tool(s) is/are used most often by your teams?

SETT Framework

Assistive Technology Evaluation

Protocol for Accommodations in Reading

AEM Navigator/ AIM Explorer

Functional Vision/ Learning Media Assessment

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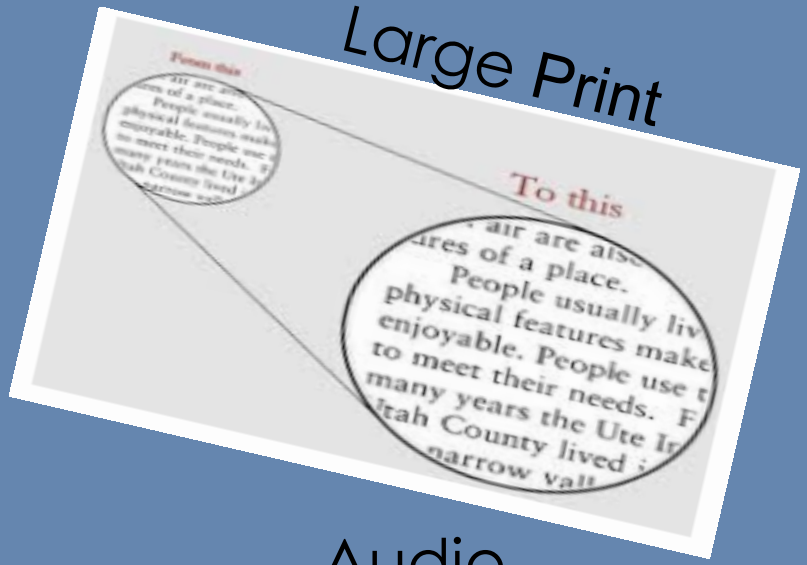
Forms of Accessible Materials

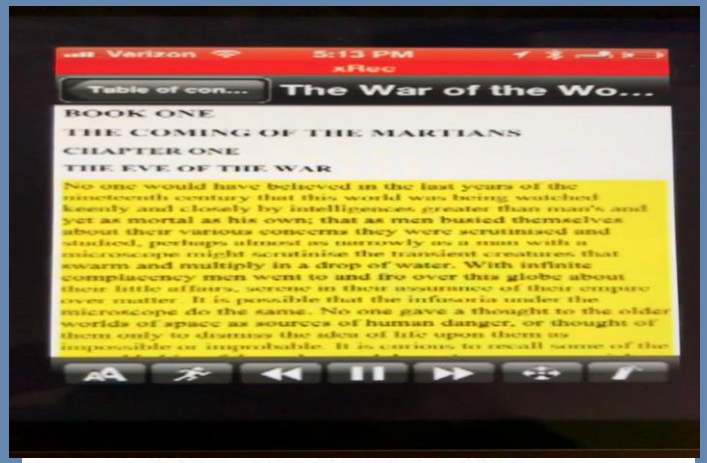
Braille

Large Print



Online

Audio



Resources
NFB Comprehensive List

Braille

AFB
Braille Plus
Bookshare
Louis
MBTF*
NBP
NPBN
NLS
WisBrl

Large Print

ABLE
APH
Braille Plus
Bookshare
BWB
Learning Ally
LRS
NLS

Online

Bookshare
Braille Plus
Learning Ally
McDL**
Wiley

Audio

ABC
ABLE
Braille Plus
Bookshare
Daisy
Learning Ally
NC Kids
Tar Heel

Offers Thermal Printing and Embossing for graphics ; **Publishers usually offer on line access to schools that purchased the text ; **McDougal Littell
NORTH CAROLINA-Statute Sec 115C-90 No requirements for publishers.
Contracts allow State Board of Ed to produce Braille, large print, and audio cassette copies for use in state public schools.

Braille

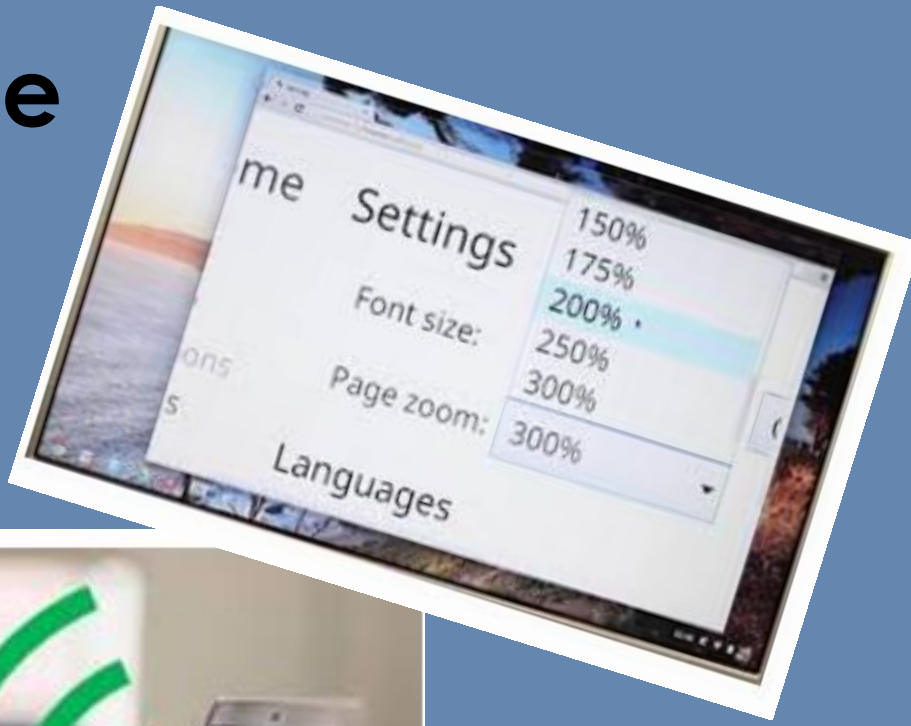
Large Print

He fell into step
beside her as
they walked
toward the stone
garage that had
started life as a
stable. "I take it
you knew him

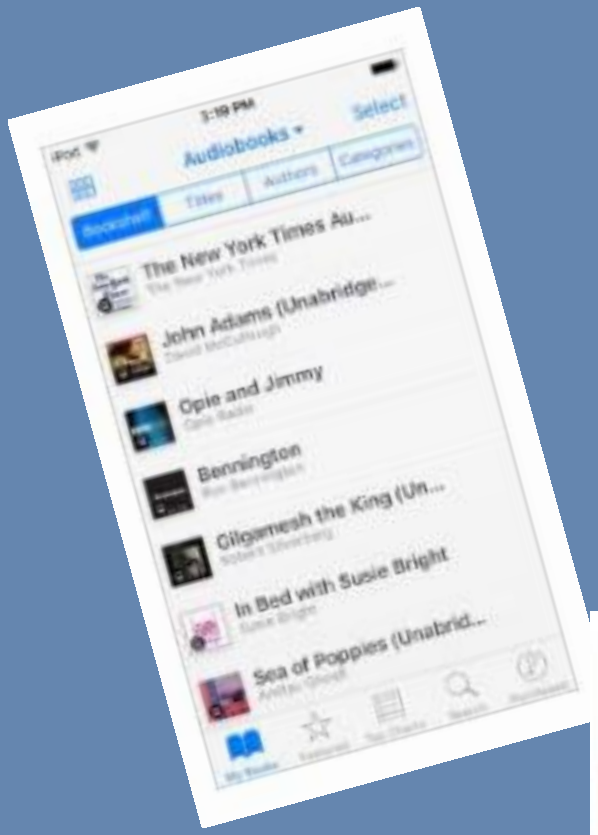
alk po
vailab

Online

Settings
Device
Search


me
Settings
Font size:
Page zoom:
Languages
150%
175%
200%
250%
300%
300%

Audio


Audiobooks
Select
Bookshelf
Titles
Authors
Categories
The New York Times Au...
John Adams (Unabridge...
Opie and Jimmy
Bennington
Gilgamesh the King (Un...
In Bed with Susie Bright
Sea of Poppies (Unabrid...

Stream

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Some providers for Audiobooks

Learning Ally

- Cost to LEA or state funded (for IEP or 504 only)
- Human Voice Audio
- Over 80,000 titles*
- Post secondary $135 annually

Bookshare

- Free to any student with a Print Disability
- Computerized
- Over 600,000 titles
- Post secondary one time $25

Learning Ally

Human-narrated Audio Textbooks & Literature

Provide a good model of fluency, expression and prosody that exceeds any synthetic voice option available

VOICEtext Books

Highlights words as students read - reinforcing word identification and decoding skill development

Critical Skill Development

Supports the growth of background knowledge and vocabulary development so students can continue to build important comprehension skills.

Motivation & Engagement

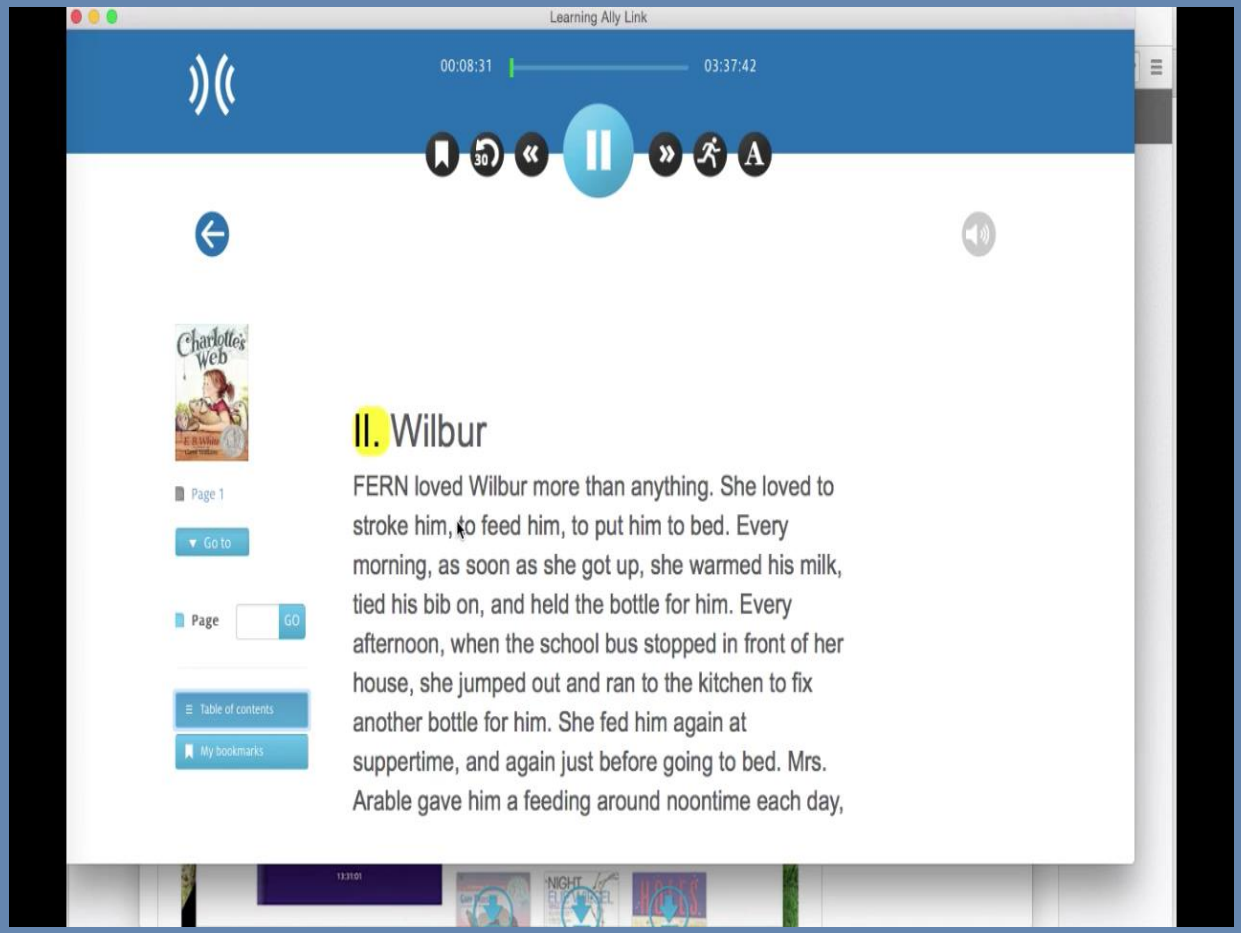
Listening to audiobooks allows students to enjoy age-appropriate titles and helps them stay on track with classwork.

Phone
Tablet
Computer

NC Guidance for Membership in DPI Learning Ally State Contract

- Free & low-cost audiobooks & digital text-to-speech books should **always** be considered prior to accessing the NCDPI Learning Ally contract
- a student **must** have a print disability
- IEP or 504 team is responsible for determining
- Each LEA is responsible for identifying educational professional(s) who have authority to certify students enroll the them in Learning Ally

Sample of Learning Ally

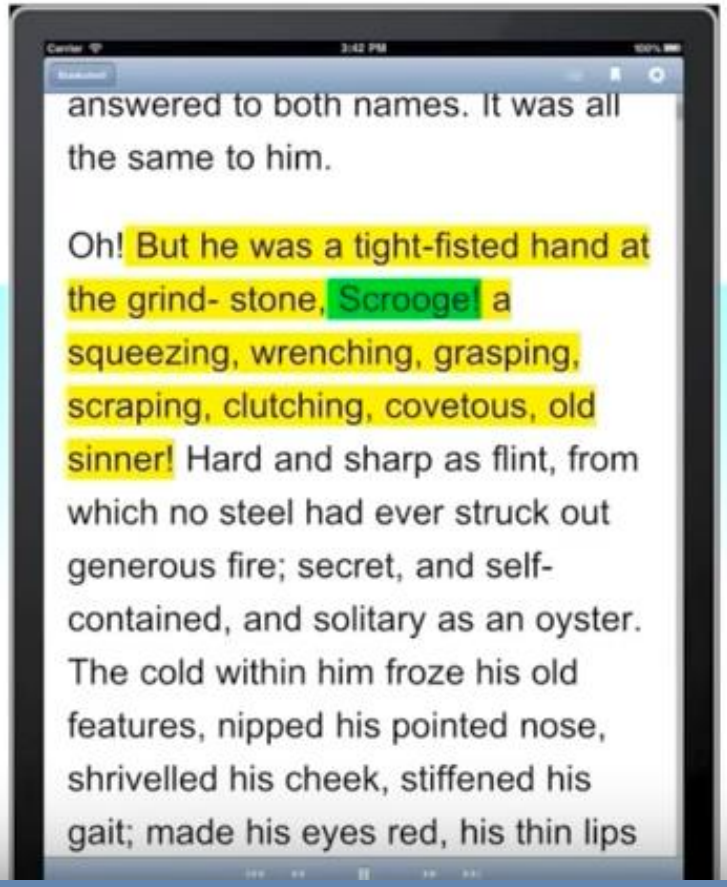


Bookshare

Accessibility features:

Listen with Text-to-Speech

See and Hear with Live Highlighting



More on Bookshare

- LEAs establish an Organizational Member who supports Sponsors working with students-free individual memberships for students one time fee for life
- Spectrum of print materials such as textbooks, newspapers, journals and short stories
- Free/Paid apps to access books in audio, text or Braille

Bookshare Continued

Free to all students with a print disability (NIMAC textbooks are only for students with IEPs)

Bookshare Downloads	Who Can Download	Student Qualifications
Public Domain and freely distributable books	Non-Members and Members	None
Books with U.S. copyrights Books with International permissions	Sponsors and Members	Qualified under the Copyright Act as Amended (Chafee Amendment)
NIMAC-sourced books	Educators (K-12 U.S. public schools, some private schools and agencies)	Qualified under the Copyright Act as Amended (Chafee Amendment) + IEP

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before leaving this session ☺
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Send additional questions to

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